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ABSTRACT

This manual, designed for students who wish to optimize their chances of presenting themselves in a favorable way to potential employers, is written in a style that tries to avoid being overly prescriptive to increase the probability that college students will read and use the information. The purpose of this training manual is to provide students with different kinds of information about the job interviewing process. The materials are divided into three sections, including pre-interviewing preparation, the process of job interviewing, and post-interview assessment. The manual's objectives for students are: (1) to specify how to write letters of introduction, vitae and resumes; (2) to specify different interview strategies; (3) to learn how to prepare for the actual job interview, and (4) to learn how to improve one's skills after the interview. The pre-interview section focuses on such topics as personal preparation, letters of introduction, and resumes. The process of interviewing section includes a definition of the interview process, the kind of information to share during the interview, typical questions asked during the interview, and important questions that the interviewee might ask. The post interview section offers suggestions for the interviewee after the interview. Examples of letters of introduction, resumes, and the vita are included at the end of the manual. (Author/JAC)

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A TRAINING MANUAL TO FACILITATE THE JOB SEEKING PROCESS

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A Three Step Process:

Pre-Interview Preparation

Process of Job Interviewing

Post-Interview Processing

Division of Student Affairs

CG 015928

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Abstract to Manual

A Sequential, Self-Help Job Seeking Training

Manual to Help College Students During the Job Search Process[1]

The job seeking process for college students can be stressful and emotionally unsettling. If it is assumed that most students lack a structure, specific steps, or a conceptualization about the job seeking process, it is reasonable to expect that most job seekers will feel worried, self conscious, and anxious. Some job seekers fear failure and lack confidence. Other students worry about how to be assertive and relaxed in the interview. Almost all job seekers face fear related to possible rejections by an important employer.

Printed materials have been developed describing needed skills in the job seeking process (Bachhuber & Harwood, 1978; Billingsley, 1978; Boothe, 1978; Powell, 1976; Shertzer, 1977; Shingleton, 1977). These materials have emphasized the necessary mechanics of writing a resume or letters of introduction and planning possible interview approaches.

Although these materials have been useful, they have not included valuable information about how to integrate the steps in job seeking with the affective or emotional responses of the job search process. Given the need for printed materials that: (1) provide sequential steps in the job search process, and (2) emphasize the possible emotional responses of the search, a training manual was developed at the Counseling Center of the University of Kansas.

A Three Step Structure to Job Seeking

A Training Manual to Facilitate the Job Seeking Process (Heck & O'Neil, 1977) specifies a structure for students to optimize their chances of presenting themselves in a favorable way to potential employers. The manual identifies a sequential, three step structure to job seeking including: (1) Pre-Interview Preparation, (2) Process of Job Interviewing, (3) Post Interview Processing. The manual's objectives are: (1) to describe the three-step process in job seeking, (2) to specify how to write letters of introduction, resumes, and vitae, (3) to specify different interview strategies, (4) to learn how to actually prepare oneself for the interview, (5) to learn how to handle and integrate one's emotions during and after the interview. The Pre-Interview Preparation section includes such topics as personal preparation, letters of introductions, and resumes. The Process of Job Interviewing section includes a definition of interviewing, the kinds of information to share during the interview, typical questions asked during the interview, and important questions

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[1]Published in The Journal of College Student Personnel, 1980, 21, 170-171.

PURPOSE AND GOALS OF TRAINING MANUAL

The purpose of this manual is to provide students with different kinds of information concerning the job search process including pre-interview preparation, the actual interview, and how to process completed interviews. We have even gone so far as to propose, for those students who are really serious about this whole affair, some information that will enable each person to be more effective in obtaining a job. Indeed, information is one thing, being able to pull it off is quite another. However, the total program is designed in three sequential parts, but if time or interest does not permit, each part may be used independently.

It is customary to state what we believe to be the goals of this kind of training program and, thus, we will do so shortly. However, we think it notable to point out that a statement of goals reflects nothing more than a statement of expectations which may not be very realistic in particular cases. Unlike the claims of many other kinds of training manuals, this one doesn't promise very much because we refuse to assume that all who participate will be sufficiently interested to involve themselves. In short, the usefulness and effectiveness of this information has a lot to do with the interest, motivation, and capabilities of those who use it. Thus, with a note of guarded optimism, we should like to offer what we think are some semi-realistic objectives of this manual:

1. To know how to write a letter of introduction, personal resumes, and a vita.
2. To have a clearer understanding of different interview strategies.
3. To learn how to prepare for job interviews.
4. To have a clearer understanding of short and long term job goals or objectives.
5. To recognize the value of the post-interview assessment.

SEQUENCE OF MANUAL

Another feature of this manual is that we inform the readers of what they can expect to be learning before they make any time investment in this manual. When we think of the activity of job seeking, it can be roughly split into three sections. These three sections are:

1. Pre-interview preparation
2. Process of job interviewing
3. Post-interview assessment

This manual is organized by each of these sections in the above order.

I. PRE-INTERVIEW PREPARATION

A. Personal Preparation

It has been our observation that quite frequently manuals of this type present materials which explicitly plead for you to avoid doing certain kinds of things as well as suggesting that you do certain other things. The following are some of these kinds of commands.

DO	DON'T
Act natural	Criticize yourself
Be prompt, neat and courteous	Be late for your interview
Ask relevant questions	Present an extreme appearance
Read company literature	Freeze or be tense
Listen to the other person	Come unprepared
Present informative credentials	Come across as tactless
Allow employers to express self	Try to be funny
Make yourself understood	Oversell your case
Be confident	Let your eyes wander
	Use slang

Obviously, this list of do's and don'ts could be extended considerably and each of you could do a fairly good job at adding to this list. However, if one examines lists of this kind you will notice that there will always be two very different kinds of things being suggested. One of the targets of these suggestions involved various kinds of skills (i.e. listen to the other prson, read company literature, ask

relevant question, etc.) while the other category involved emotional reaction (i.e. be confident, be yourself, don't freeze or be tense, etc.).

No matter whether it is the skills or the emotional reactions, most of you would agree that it would be helpful to be a well prepared, attentive, inquiring, reasonable, and relaxed person in the interview situation. However, it is probably more accurate to say that many, if not all, of you will not be that prepared, and certainly will not be comfortably relaxed. Obviously you can learn the skills of preparation; learning how to be relaxed in a stress situation is another kind of affair. In short, we can review with you some of the basic skills and even suggest how you might acquire or polish them. However, commanding you to be relaxed is ludicrous simply because most of you will not be able to help it. Therefore one might as well accept the fact that it is very natural to be uneasy, scared, and tense and to swing with that rather than getting into the game of trying to fight one's feelings. For those of you who are really confused after an interview, we will suggest some ways of handling this in the latter part of the manual.

We would like to add one final comment about personal preparation. If we were to sum up what you are supposed to be like during an interview we might say something like "be yourself" or "act naturally", or "be what you are truly like". While this is probably pretty good advice in the sense that you will not come off as a phony (i.e. the interviewer will know what you are like), one must also realize that to "act naturally", or to "be yourself" could cause some problems. For example, if your "natural self" is an overly aggressive, overbearing, loud-mouth who must be in a one-up position with people at all times, then there may be some employment settings that would consider those qualities highly desirable. Similarly, it may be desirable if you are naturally an overly submissive, non-inquiring, yes-person, who seldom ever asserts oneself. It is our opinion, how-

ever, that while there are employers who consider the above characteristics desirable, they are probably few in number; hence the probability of you obtaining a position with them is slight.

The point we are trying to make is that we are not going to tell you to be something that you are not. If you are, for example, sloppy in appearance, generally unattentive, and one whose behavior communicates self-centeredness, it is our opinion that since you have invested a lot of time and energy in developing your skills and attitudes in these particular ways, you are certainly entitled to hang on to them. All we are suggesting is that the number of employers who desire these kind of skills is small, and like you, they are entitled to hang on to their biases.

B. Preparing Letters of Introduction

A letter of introduction is the type of correspondence with the long-range intent of leading into an interview. It is the correspondence that creates the initial contact. There are essentially two different kinds of circumstances which stimulate writing letters of introduction: (1) self-initiated--you initiate the inquiry, (2) in response to an advertisement for a job opening. Letters of introduction, in most instances, are going to be your point of contact with employers and form the initial kinds of impressions potential employers may have of you. Therefore, it is crucial to think about not only what kind of information should be in the letter, but what kind of impression do I want to create.

The information contained in the letter of introduction includes the following:

1. Purpose for writing the letter
2. Who you are (age, educational status)
3. What you are looking for (broad career directions, as well as specific directions if possible)
4. What you have done and specific skills that relate to job you are inquiring about

5. What are you involved with now (major fields and activities)

6. Closing statement concerning further inquiry.

The letter of introduction is usually brief, being not more that 1-2 pages in length. More extensive details of what you are all about is contained in the Personal Resume which we cover a bit later.

Although letters of introduction are brief, we would like to emphasize, very strongly, that they are probably the single most important piece of information you share with employers. Many advisors in this area are suggesting to people to keep those kinds of letters very brief (i.e., 2-3 paragraphs) and the usual reason given for this advice is that employers do not have the time to read more extensive letters. On the basis of our experience of hiring people this strategy, in our opinion, is self-defeating for the following reasons:

1. Assume that you are the person who has the responsibility of receiving initially these letters and also assume that in a tight job market, for every position available there are 50 individuals who are as interested as you (fifty is probably a conservative estimate). In addition to these letters you will usually receive resumes, transcripts, and letters of recommendations. Thus, you are essentially receiving four pieces of information: letter, resume, transcripts, and recommendations. The central issue is one of how do you, as the employer, discriminate between the 50 individuals. It is our assumption that if you receive 50 letters all of which are brief and say very little in any specific detail about you, then there is very little discriminative value in the letter. To put it in another way, after you receive many letters which are so general that they say very little, the chances are that nothing will stick out in your mind about a particular individual. It's important to remember employers are going to receive inquiries from many candidates and if you take the employers position, they generally welcome specific information which will enable them to make better discriminations.

2. Many people assume that the resume, transcripts and recommendation letters provide alot of specific, discriminating information about you. In a sense that's true but it is also the case that after you, as the employers, have reviewed 50-100 of these, many of them begin to look like one another. Furthermore, the letter of introduction is usually the first item employers look at and it is our contention that if this sticks out in their mind, they are more apt to review, more seriously, the other credentials. In short, we doubt very much that most employers, given the typically large number of applicants, have the time to review all of the sources of information on all of the applicants, in fine detail. Therefore, we view a two-page letter that provides somewhat specific discriminative information as forcing employers to give your candidacy more time and consideration.

3. The traditional objection to longer and more detailed letters is that employers do not have the time to read them. As we have suggested, that's a specious objection for time is not as critical an issue as is the informational value of the letter. Obviously, letters can be too long but an informative 1-2 page letter not only gives employers more specific information about you, but, compared to a short letter, communicates more than a perfunctory interest in the position. We believe that most employers will take the time to read a longer but more informative letter. What they don't take the time to do is write all of the applicants a letter seeking further information which could have been provided by a longer letter.

As we indicated earlier, there are two types of letters: 1) in response to an advertisement, and 2) self-initiated inquiry. Although there are certain obvious differences, particularly in how you begin and end each type, we recommend the informative 2-page letter including information in the guidelines presented earlier. We might add that besides these letters, we would encourage you to write a follow-up letter to those employers you have interviewed. In Appendix A of this manual are examples of letters of introduction and follow-up letters.

C. Preparing Resumes

A resume is a comprehensive but concise descriptive statement of your educational and employment experiences, interests, and goals. It includes what you have done (work experience), who you are, and what you would like to do (career or job goals)

Resume styles, formats and lengths may vary but all must accurately display one's assets. A resume should be given for every job contact no matter whether it is in response to ads for definite positions, or with your letters inquiring about possible positions.

The difficulty with preparing a resume is to try to make it accurately descriptive as well as unobtrusively impressive; that is, how does one avoid both underselling and overselling. Remember, a resume is not a full-fledged autobiography, but a shorthand sketch aimed at getting your foot in the door. If you are successful at accomplishing this, you'll have time later, in a personal interview, to detail your qualifications.

The particular shape your resume takes depends to some extent on your experience and qualifications and the sort of job you are looking for. However, the following items are the basic elements that every resume should contain. Present them in simple, uncluttered outline form, usually in this order of priority:

1. Identification. At the top put your name, address, and telephone number. One could also include age, marital status, and number of dependents in this section. Some individuals omit this information if they feel it is not in their interest.
2. Career Objectives. Usually this is a difficult section to write primarily because of stating one's objectives in either too general (vague) or specific terms. If you are too vague you are not communicating any discrimin-

ating or unique features about your objectives. If you are overly specific, you could rule yourself out for related jobs an employer might have to offer. We suggest that you avoid using specific job titles and instead write a short descriptive summary of those work activities you desire.

3. Educational Experience. List the colleges attended, degrees, and major. You may also list any major or special training courses or seminars, but keep it short. It is also appropriate to indicate, in one sentence, any special emphasis in your college major/minor.

4. Work Experience. Describe briefly the development of your career to date, including information about each job you have held. This information includes (1) name and location of firm; (2) dates of employment; (3) your title, duties and specific accomplishments. This information cannot be presented in long paragraphs for each job, although more space should be given to your latest or more significant jobs. You can present this information in either chronological order (starting with your present or last job) or by the kinds of positions you've held giving first listing to your most important job function.

5. Personal Information. This section can be 2-3 short paragraphs where you specify your extracurricular activities, honors, and awards, hobbies or outside interests, and any particular skills (i.e., foreign language, computer programming) that are career relevant. Again, don't overburden the reader with unnotable achievements.

6. References. List no more than three individuals who can comment on your achievements. Include their names, titles, addresses, and telephone numbers.

D. Writing Resumes - Some Suggestions

The following represents some suggestions for preparing the resume.

1. Try to be positive. A prospective employer isn't interested in hearing about your problems; they usually want to know if you are capable of solving their problems.
2. Be brief. One to two pages are the best. If they are any longer than that, there should be an extraordinary reason for such length.
3. Be descriptive/factual. What counts is what you have done and your skills, not your personal opinions concerning your potential abilities.
4. Make yourself clear. Use correct and simple language avoiding slang and abbreviations. Let other students and friends give you suggestions. If you are like most of us, it will undergo a number of revisions.
5. Make the form simple and neat. Use standard-size good quality paper. Copies can be made by offset printing or Xerox, but not by carbon or mimeograph. Avoid smudge marks, erasures, coffee stains, or any other distractions (i.e. poetry in the margins) which will distract the employer's attention from the essential information. Save your embellishments for after you have obtained the job.

We have included examples of different kinds of resumes in Appendix A.

E. The Vita

The vita sometimes is used in Higher Education in place of the resume. The vita is an extended or expanded resume containing more information about your education or professional background. The vita should be typewritten using the same standard employed with the resume (Section D). The only exception to this is that the vita usually is more than one or two pages depending on your experiences. An example of a vita is found in Appendix A.

F. Research On Resume Preparation

We have discovered some additional empirical research which may provide assistance in your resume preparation. We decided to include the results of one particular study because much of the information on resumes is based on opinion.[1] However, we also caution that generalizations from empirical data do not necessarily reflect truth and, indeed, may have a very short half-life. But it is the best that we have to go on at any particular point in time.

To put this research in perspective here are a few hum-drum facts. The ranking personnel officer from a random sample of 100 firms on Fortune 500 list was mailed a questionnaire asking them to rate various format variables as to the degree each variable influenced the decision to interview and/or hire the applicant. Fifty-seven senior personnel officers responded. This is not a particularly high percentage and one must remember that it was the senior personnel people who were contacted.

Six classes of resume variables were studied:

1. Order of content presentation
2. Positioning of information on the page
3. Neatness and Error-free
4. Physical dimensions
5. Italicizing
6. Style

The following is a synopsis of results for each of these six factors.

1. Order of Presentation

There was a preferred order of presentation. The preferred order was: Education, Work Experience, Personal Data, Awards and Achievements, Affiliations, References.

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[1]Stephens, D., Watt, J., and Hobbs, W. Getting through the resume preparation maze: some empirically based guidelines for resume format. Vocational Guidance Quarterly, 1979, (Sept.), 25-34.

2. Position of Information on the Page

This includes certain mechanical factors: margins, centering, crowding, left justification of information, and reverse indentation of paragraphs. In general, the impact of these factors was not great. However, crowding was reacted to negatively. If the information is presented in an organized, easy-to-read manner, these style factors do not seem to be critically important.

3. Neatness and Error Free

There was a strong preference for neat and error free resumes. This includes: clean corrections, correct spelling, proper English, neatness. All of these increased the liklihood of personnel officers giving the resume a favorable response.

4. Physical Dimensions

Although it is typically suggested that resumes be done on 16-20 pound bond paper, or paper with rag content, it was found that bond paper had little influence. Colored paper had a slight negative response.

As far as length was concerned, the results were somewhat ambigious. There was a mild, negative reaction to resumes longer than one page but the central issue seemed to be one of conciseness versus unnecessary padding. For individuals with extensive experiences one should provide necessary and discriminating information in the most succinct way. For persons with limited experiences, don't try to pad it.

5. Italicizing

The data suggests that underlining or using capital letters to accentuate points you think are critical have very little impact. Apparently, personnel officers feel they can spot what is important.

6. Style

The data indicates that personnel officers are more favorably influenced by specific information as compared to "generalities." Detailed information, presented in a succinct way, is very important.

As far as developing a "unique approach" and/or the use of gimmicks is concerned there has been considerable controversy. There was a favorable impression created by unique approaches and an unfavorable impression created by the use of gimmicks. A reasonable interpretation of this might be that personnel people may be using a subjective "uniqueness continuum." One end of the continuum, representing tasteful and unobtrusive originality creates attention. However, if one's attempt at originality involves the use of gimmicks so that they distract attention from the information, the unusual may no longer be seen as attractive.

II. PROCESS OF JOB INTERVIEWING

For those of you who will be involved in the process of job interviewing, we offer the following ideas and suggestions which we hope will be of some help. We should like to point out from the beginning that while interviews may take different forms and directions depending on both personalities and purpose involved, we are assuming that there is a common sequence and direction of activities within an interview. However, because people are somewhat different, we can only give you the general picture of events.

Although we can only give you a general picture about interviews, we think it is extremely important for individuals to develop a set of realistic expectations concerning the job interview. The problem, of course, is determining what is realistic when we are dealing with an event that, at best, is a highly subjective enterprise. In any event, we will try to convey some ideas and facts which we believe realistically portray the interview process.

Generally, there are two kinds of interview formats: 1) structured, 2) unstructured. The structured interview typically has the interviewer asking a more or less standard set of questions and, in many cases, in a prescribed order. Those of you having a social science or legal fascination may recognize the benefits of this sort of objectivity. It is a

strategy more typical of larger companies that may be more concerned with affirmative action guidelines, avoiding lawsuits, and establishing consistency of information across different interviewers. The unstructured interview does not follow a standardized set of questions or prescribed order although it probably will eventually elicit the same information as the structured interview. It is just a bit more surreptitious in its approach. In any event, it would be wise to formulate, beforehand, your replies to the typical kinds of questions asked which we list in this manual. Usually these kinds of questions will be asked regardless of the interview format.

A. What is a job interview?

An interview is a process of mutual inquiry between individuals involving transmission and evaluation of information. Many of us think of an interview as a one-sided affair typically with you, as the job applicant, being the primary supplier of information, as well as the focus of evaluation. We would like to suggest that while it may seem like a one-sided affair, you can and should be actively involved in seeking information and evaluating that information with the interview setting. Thus, we have emphasized the importance of viewing the interview as a direct and mutual process of sharing and evaluating information.

While, in a basic sense, an interview should be considered as a mutual process of inquiry and evaluation, it is difficult to deny the proposition that the primary purpose of the interview is the evaluation of you as a prospective employee. In certain instances, you may feel that you have had little chance to display your enthusiasm or talents due to a particular style of the interviewer. What seems important to recognize is that no matter what the interviewers are in the one-up, controlling position since they know what they are looking for as well as having considerable power in the decision to either follow up or hire.

Assuming that it is the interviewer that controls the interview and that it can be controlled in different ways, we suggest that your task is to adapt to these different styles and not become fixated by expecting any particular interview format or style. You may not like certain styles or forms of interviews but we would hate to see you rule yourself out of potentially good jobs because of a 20-30 minute encounter of differing expectation.

As a post-script we might add that the interviewing process is regarded by many as essentially a negative one. That is, it seems to be geared more toward ruling out candidates than selecting the best. While these two events are not mutually exclusive, the evidence suggests that one piece of negative information will probably outweigh one piece of positive. To put it another way, it seems easier for most of us to find fault with something than to pay attention to the good points.

B. What kind of information is transmitted?

It is obvious that individuals receive and are influenced by a variety of information. Some of this information is non-verbal (i.e., your mannerisms, gestures, etc.), while part is verbal (i.e., the kinds of questions you ask or don't ask, the tenseness of your voice, etc.). The point is one cannot help communicating information even if one was to remain silent. You might try to keep in mind one of the basic questions both you and the interviewer are asking is: "How would I like to have this person working with me every day?" While for some it may seem unfair for recruiters to make these kinds of judgments on such a limited sample of "you," nevertheless, we all have made similar judgments about others using limited information, the kind of discriminating information to transmit becomes a critical issue.

There are some reports which indicate that decisions are more likely to be affected, particularly in non-technical fields, by subjective sources of information (i.e., intentions, stereotypes, personal mannerism, etc.). Further,

there is some evidence which suggests that if the average length of an interview is 20-35 minutes, there is a distinct tendency to decide on whether to hire or follow up within the first 10 minutes. While you may believe that this hardly seems fair or humane, and admittedly it is a generalization, we think it is important to realize that we have all made judgments about one thing or another with little or no contact with that person or event. It perhaps should not happen in the professional setting of an interview but, to be realistic, given the time restraints, managing impressions can occur very rapidly. Therefore good preparation is a must.

C. What kind of information to transmit?

1. Information about the employers. In preparing for interviews it is imperative that you do some prior study of the employer. The purpose of this is: (1) it communicates typically desirable things about you as a person to the employer, and (2) it prevents wasting time with irrelevant questions within the typically short interview session. Here is a sample of questions you can research before the interview as well as primary sources for researching industries, companies, and other agencies:

    1. How large is the company or agency? What are its assets?
    2. How long has it been established?
    3. How diversified are its products and services?
    4. What kind of reputation does it have locally?
    5. Does the firm or agency have branch offices that could offer you a geographical preference?
    6. What kind of management breakdown does the company or agency have? (Will there be room and encouragement for you to grow, or is there a possibility of getting into a dead-end job?)
    7. What is the nature of the employer's business?
    8. What kind of benefits does the employer provide its employees?
    9. Is the company or agency in a period of growth? What are the prospects for growth?
    10. What kind of staff does the company or agency have?

Primary Sources to Research Employers*

Business Periodical Index - Resource Sources
College Placement Annual - Listing of Employers
Directory of Corporate Affiliations
Dun & Bradstreet's Million Dollar Directory
Dun & Bradstreet's Middle Market Directory
Encyclopedia of Associations, Vol. 1
Fitch Corporation Manuals
Fortune's Plant and Produce Directory
Mae Rae's Blue Book
Moody's Industrial Manual
Plan Purchasing Directory
Poor's Register of Corporations, Directors, and Executives
Register of Manufacturers
Standard and Poor's Industrial Index
Specific Company Literature
Thomas Register of American Manufacturers

D. Information about yourself**

1. Dress. Although most employers are becoming more liberal in their standard of dress and appearance, let basic good taste be your guide. If a beard or "Alice-in-Wonderland" look is going to jeopardize your chances for a job, that's your decision. With some employers appearance could be the deciding factor. The question you have to ask yourself is, "How important is it? As a general rule, avoid extreme distractions in dress so focus can be kept on the main business of the interview.

2. Assets. Try to dwell on the positive. While past failures and short-comings need not be volunteered, don't try to cover them up or side-step them. Should the recuriter ask about them, try to explain the circumstances rather than give excuses or blame others. Remember, she/he is human too...and probably has made a few mistakes. You'll create a better impression by being honest and candid.

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*Most sources can be found in public or college libraries.

**Partially reprinted from the College Placement Annual, 1976. The College Placement Council, Inc., P.O. Box 2263, Bethlehem, PA. 18001

3. Asking questions. When appropriate, ask meaningful questions, particularly if you are not clear about the details of the job, the training program, or other job-related concerns. But, don't ask questions just because you think that's what is expected. Active and focused inquiry communicates a lot about you as a person.

4. Nervousness. If you are like most people you will be initially nervous in an interview. It is better to acknowledge this and not try to cover up since most recruiters understand it as a natural event.

E. What is a typical interview like?

As we indicated earlier, an interview is a process of mutual evaluation. The basic purpose is to obtain descriptive information about both you and the employer which will be evaluated. If the interviewer has your resume or other prior information about you the focus of inquiry may be different than if they had no prior information. However the good interviewer will typically ask questions that begin with "could, how, what, tell me about," etc., which are designed to give you freedom to describe yourself in your terms. These questions usually are focused on the following areas so it might be a good idea to work out what you might say in advance.

1. Career goals and interests - general and specific
2. Knowledge of the employer
3. Interests, hobbies, etc.
4. General/specific - competencies
5. Previous career history

Some students find it helpful to write out answers on paper before the actual interview. Examples of some common questions usually asked in the interview include:

1. What are your current and future career goals?
2. How did you get interested in the career of _____?
3. What kinds of things do you see yourself achieving?
4. What kind of a job are you looking for?

5. What seems attractive about this position?
6. Where do you think you might like to be in 5 years? 10 years?
7. Tell me about yourself.
8. What do you consider to be your strengths and weaknesses?
9. What kind of accomplishments stand out in your mind?
10. What kinds of things are important for you to achieve or become involved with?
11. What kinds of thoughts do you have about these concerns of our company?
12. Are there skills you have acquired which are particularly suited to this job?
13. Do you have any questions?
14. How do you spend your leisure time? Hobbies?
15. What have you learned from your previous experience?
16. What kinds of courses have you taken that you think prepared you for the job?
17. What would you say is your strongest characteristic? What is your weakest?
18. Have you had any previous employment in this or a related area?

It has been our experience that a number of students, while preparing for interviews, tend to become overconcerned about how they will be evaluated so that they stumble through the whole affair. Interviews are anxiety provoking, particularly in an era of a tight job market for many college graduates. However, we would like you to keep two things in mind:

1) Do your research on both the employer and yourself. Preparing yourself on how to answer questions and how to ask relevant questions means advanced work on your part, but it is absolutely essential.

2) If you feel anxious in an interview, don't cover it up but acknowledge it. Most people cannot hide it very well. Furthermore, communicating your anxiety in a simple, direct way may communicate a lot of positive things about you.

We strongly urge you to get a friend and practice the interview by role-playing-recording it on an audio tape and getting reactions to it. Indeed, it took most of us a number of

practice trials to learn how to ride a bike which may be a simpler skill to learn than how to answer and ask questions intelligently.

F. What kinds of questions should you ask?

If you have done your pre-interviewing research on the company, you won't need to ask questions like the following:

1. What is the name of your company or agency?
2. Where is it located?
3. What kinds of products/services is the company or agency concerned with?
4. How large is the company or agency?
5. Where are the branches of the company or agency located?

It is a good idea to obtain information about these general question before the interview unless your objective is to impress the interviewer as a klutz. Assuming that's not your objective, the following are some examples of the kinds of open-ended questions (Could,...How,...What,...etc.) that will get the information you need:

1. What are the specific duties of the position?
2. Could you tell me what kinds of skills I would need to have for this position? Are there training programs offered by the company?
3. How does this job relate to other positions?
4. What kinds of directions do you see the company or agency going in the future?
5. What kinds of company or agency benefits are there? (It may be possible to have this beforehand, you can ask about specific benefits.)
6. I'm not sure I understand that. Could you explain that a bit further? (It's quite possible you didn't understand or hear something--asking for clarification is necessary.)

Try to keep in mind that the primary focus of your question should be on the specific job activities (duties, company expectations), how the job fits in, the current and future direction of the company, benefits of the company.

In an attempt to minimize the influence of subjective factors and to keep the focus on objective factors we think you should discuss your special qualifications (i.e., skill, experience) at the beginning and at appropriate points in the interview. If you are well informed of the company, enthusiastic, cooperative, attentive with a direct body orientation and don't show unusual extremes that divert attention then we hope these subjective factors will work in your favor.

III. POST INTERVIEW ASSESSMENT

If you are like most of us, the period immediately following the interview may be confusing, unsettling, and full of unanswered questions. During the interview, you focus on being yourself, communicating well, and asking good questions. After the interview, the big questions remain unanswered: "HOW DID I DO?" "HOW DID I COME ACROSS?" "WHAT ARE MY CHANCES OF BEING OFFERED THE JOB?" "DID THEY LIKE ME PERSONALLY?" "WAS I TOO PASSIVE OR ASSERTIVE IN THE INTERVIEW?" "WHY DIDN'T I TELL THEM THIS, THAT, OR THE OTHER THING?" Usually answers to these questions will have no concrete or immediate answer since there is usually little feedback after the end of the interview. The waiting period between the end of the interview and either an offer or rejection letter can be like years of waiting. Sometimes, you will have numerous interviews during this period the employers are deliberating or interviewing others.

Up to this point this manual has tried to suggest things which will enhance your chances of obtaining a job. It would be remiss on our part not to prepare you for rejection so we offer these observations in that regard.

It is important to remember that rejection is not uncommon to most of us. However, it is the people who believe that they must be perfect at all things and that rejection would be awful that will go through unreasonable agony. We suggest you examine yourself to discover whether you operate on the basis of this unrealistic, perfectionistic belief.

To help you put rejection in, perhaps, a more helpful perspective we would pose the following question for your consideration. Was the rejection due to controllable or uncontrollable factors? We would offer that it is quite possible that even if you managed to prepare yourself adequately, you still may be rejected due to factors outside of your control. To demonstrate this consider the following examples. First, there is evidence to suggest that one of the most important factors influencing impressions is punctuality. Obviously there could be any number of things happen that you had little or no control of that would make you late. Moreover, there is what is known as the "contrasting effects" phenomenon which goes something like "if you are preceded by a highly qualified candidate (although no more than you) the probability is increased of you obtaining a lower evaluation." The converse also seems to be the case. We consider this to be an uncontrollable factor unless you are clever enough to manage signing up your klutzy friends for the immediately preceding interviews. We don't recommend this maneuver for ethical reasons.

Another factor that becomes involved in certain cases is the possibility of recruiting quotas. In this case it can go either way. If a quota exists and is not filled, you may be hired quickly but if it has, you may be as eminently qualified as the person hired but a bit late in timing of the interviewer.

In short, all of these circumstances may be out of your immediate control and in all probability would be very difficult for anyone to verify their existence. However they are potential influencing factors to consider when dragging out the crying towel. We offer little consolation except to try again because what else can one do. In the following section we offer more tender suggestions.

A. <u>How to Keep Yourself Together After the Interview</u>.

How you handle yourself emotionally during the post interview period can be critical, particularly if you have

other interviews during this period. If your first interview experience is not perfect (most are not) then you might suffer from self doubt, lack of confidence, and unanswered questions about how to improve in the next interview.

The best strategy to deal with this post interview period is to talk it through with someone who listens well, knows you well, and cares about your success. Other people who have experienced the interviewing process can also be helpful. Talking through the events of the interview, how you were feeling, and how you are feeling after the interview can be very helpful in improving the next interview. What were your strengths in the interview? What did not go as planned? How can you improve the next interview? This post interview processing can help you improve the next interview significantly. Like anything new, the art of interviewing takes practice.

After your interview is over and you have had time to evaluate the information you inquired about, we suggest that you write a simple, one paragraph follow-up letter expressing your general reactions and intent. This is not to be in any sense an extensive sell job, but merely feedback from you to the employer of your reactions and intentions. An example of the follow-up letter is included in Appendix A.

B. Summary

We would like to leave you with a kind of perspective we have taken towards the entire job-seeking process. In a nut-shell, we do not believe that you should take the posture, as many have metaphorically put it, to "sell yourself." We have taken the position that it is not a matter of "selling," but a matter of presenting yourself as informed about the company or agency, as able to answer intelligently questions about you, as able to emphasize your strengths and skills, and as able to actively and directly ask good inquiring questions, and to set aside your prior expectations about what kind of format and style a particular interview should take.

Finally, some people have questioned both the validity and ethics of manuals and training programs designed to prepare individuals in the job search process. The ethical argument is the more serious issue as the central concern is generally one of questioning whether it's proper to instruct people since they many not act as their good old natural selves. While this concern merits some attention, in our judgment, it doesn't merit very much for it presumes that interviewing is strictly some kind of a personal art form and if you haven't already developed the proper skills, knowledge, and attitudes, you can't learn anything at this point of real benefit. Being yourself is important but what you are and what you present in any kind of social transaction (i.e., job interview) seems to us, in an ideal sense, to be in a continual state of development. In short, your good old natural self is seldom a static state of affairs.

APPENDIX A

A. Letter of Introduction
   1. Response to Advertisement
   2. Self-Initiated Inquiry
   3. Follow-up Letter
B. Examples of Resume
C. Examples of Vita

Example I

Letter of Introduction - Response to Advertisement

(Typed on White Bond)

1108 Randal Road
Lawrence, Kansas 66044
October 8, 1977

Mr. John L. Snyder Personnel Director
Franklin County Unified School District
Franklin Center, Kansas 60606

Dear Mr. Snyder,

I have received notice of a vacancy at the Franklin Center High School for the position of secondary science teacher. I believe that I am qualified and wish to be considered for this position.

I am completing my B.S. degree at the University of Kansas in Science Education and will graduate in June, 1978. Within the Science Education program I have chosen a Natural Science major with primary emphasis in the areas of biology and chemistry. In addition, I have had some work in the areas of astronomy, geology, physics, and an elective course in developmental psychology from the Department of Human Development and Family LIfe. Currently, I am engaged in student teaching in the secondary science area at Shawnee Mission East High School.

I have had numerous jobs including working as a store clerk, camp counselor, and waiter. The past two summers I have been employed as assistant lab technician in the Biochemistry Research Division of the Eli Lilly Co., in St. Louis. My duties included preparation of lab materials and equipment, use of chromotographic equipment, library research, and research report writing.

In reviewing the description of the position at Franklin Center, my educational and vocational background seem to be a good match with the needs of your education program. In the following paragraphs I will try to elaborate further on my qualifications and interest.

Your position description indicated that you were looking for a person in the biological sciences having had experience with laboratory procedures. I feel very qualified in this area due to my school and industrial experience. I am familiar with most of the biological and chemistry experimental procedures plus have had the opportunity to work with sophisticated equipment and procedures (i.e., gas chromatol-

ogy, nuclear magnetic renovators). I feel I have supplemented considerably my education by this experience and am excited by the opportunity of having students learn by laboratory methods. I am particularly looking forward to teaching students how to improvise and construct their own procedures and equipment.

Your advertisement also indicated you were looking for a person who was flexible and could meet the needs of a diverse student body. As a prospective teacher I believe that it's extremely important to adapt to different learning styles and motivation of students. I have found that some people seem to learn within a more structured, deductive sort of strategy while others respond more favorable to a more inductive, discovery learning kind of approach. I think by learning and using different approaches we can increase the chances of reaching more students.

I would appreciate your consideration of my application and I am enclosing a resume. I have requested that letters of recommendation be sent to you. If you need further information, please let me know.

Sincerely,

Mark A. Johnson

Example 2

Letter of Introduction (Typed on White Bond)
(Self-Initiated Inquiry Example

Date

Ms. Joan Kennedy
Personnel Division
Xerox Corporation
Rochester, N.Y. 14606

Dear Ms. Kennedy,

In May of this year I will receive my B.A. degree in Fine Arts with a major in graphic design. Since I am interested in the work of your company, I am inquiring about the possibility of a positon opening in your design or advertising departments.

I am very interested and involved in the activity of designing various kinds of items including industrial products and packaging material. The enclosed resume provides a more detailed description of my education, interests, work experience, and goals.

I am particularly interested in the Xerox Corporation because of its reputation, the interest I have in the kinds of products Xerox produces, and the kinds of designs used in your products and advertisements. I see this company as being energetic and potentially offering me the kinds of opportunities to develop my professional skills.

I have enclosed a resume to give you more information about me. I would greatly appreciate your consideration of my credentials. You may contact me at the address below.

Thank you.

Sincerely,

Your name, address &
phone number

Example 3

Follow-up Letter (Typed on White Bond)

Date

Company's name and address

Dear Ms. Stevens:

I appreciate and enjoyed the interview we had on April 10, 1976 for the research chemist's position. I felt I learned some things about your company and the job which has made the position even more attractive.

I eagerly await your decision.

Sincerely,

Your name, address, and phone number

II. Examples of Resumes

RESUME
(typed and photocopied)

Name: Joan Phillips Smith — Age: 21

Address: 716 Missouri Street
Lawrence, Kansas 66044

Telephone: (913) 8420000
Marital Status: Single

Vocational Objectives	Retail Sales management. Long range objective manager of a major retail outlet for large national chain.
Education	University of Kansas, Lawrence, Kansas, B.A. Marketing, 1976. Special emphasis on retail sales and merchandising; work in consumer economics, accounting, and data processing.
Experience	
Summer 1974 to 1975	Johnson, Inc., Kansas City, Missouri. Sales Clerk. Duties included merchandise displays, assisting buyers, consumer relations. Sold successfully on a commission basis.
Summer 1973	Grizzly Bear Club, Lawrence, Kansas. Lifeguard duties included general pool maintenance, swimming instructions for children.
Summer 1969 to 1971	Farm worker. Worked summers on farms harvesting various crops. Learned a lot about the management of farming operations.
Personal Information	Brought up in Lawrence, Kansas. Active as a student member in the Kansas University Business Council and Beta Gamma Sigma (business honorary). Member of social sorority. Active in outdoor activities - hiking, canoeing. Have traveled throughout Mid and Southwestern regions of the United States.

References

Mr. Robert Jones, Manager
Johnsons, Inc.
1212 Main Street
Kansas City, Missouri 66000

Dr. Jane Forrester, Professor
University of Kansas
School of Business
Lawrence, Kansas 66045

B. RESUME
(typed and photocopied)

Andrew Sparrs
1414 Sunset Drive
Chicago, Illinois 60653 (312) 667-6969

Job Objective

To begin work in office of Comptroller or Treasurer of small manufacturing organization located in Midwest, preferably in or near Chicago, with purpose of qualifying eventually for general management responsibilities.

Education

1975 to present

GRADUATE SCHOOL OF BUSINESS UNIVERSITY OF CHICAGO

Candidate for degree of Master of Business Administration in June 1977. Concentrating in finance with strong preparation in accounting and economics... Dean's list during first three quarters... Member of Business Club...Expenses financed through Sears Roebuck Foundation Fellowship.

BATES COLLEGE LEWISTON, MAINE

1966 to 1970

Received A.B. degree, cum laude, in June, 1970. Majored in English with three courses in economics, including industrial organization and public policy...President of senior class...50% of expenses financed through summer jobs and part-time work as residence-hall supervisor.

Experience

JAMES P. OSGOOD AND COMPANY NEW YORK CITY

Securities and commodities brokers, investment bankers with thirteen branch sales offices in East and Midwest. Member of New York Stock Exchange and other exchanges.

1970 to 1975

After training, assigned as securities analyst, reporting to the Director of Research...Duties involved analyzing current stock issues and industry trends. Assisted in preparing weekly market letter made available to customers. Wrote reports on specific stocks or situations as requested by partners...Qualified by New York Stock Exchange as registered representative...Resigned in September, 1975 to attend University of Chicago School of Business.

Summer Work

Billing clerk, bank teller.

Activities	Interested in classical music. Member of Downtwon Choral society while in New York...Enjoy sailing and skiing when time permits.
References	Furnished upon request.

RESUME
(Typed and photocopied)

ANDREW DAVIS
6302 Campus Drive
Austin, Texas 78721
(512) 926-3572

CAREER OBJECTIVE

Entry position in the management force with opportunities for further specialization.

SUMMARY

Throughout college, I held several responsible jobs, helped finance my education, and participated in a variety of extracurricular activities. In these jobs and activities, I developed and increased my organization, supervisory, and interpersonal skills.

EDUCATION

University of Texas at Austin; B.A., December, 1977.
Sociology Major, including Marketing and Management courses. Research wage scales for blacks in Austin.

JOB EXPERIENCE

1974-Present

Shift manager at Stop & Go Mart
Promoted from sales person to shift manager. Responsible for weekly inventory, general supervision of three other employees, and coordination of work coverage for my shift.

1973-1975

Clerical Assistant in Admissions Office
Project Info Delegate
Accompanied Admissions Counselors to visitations to high schools, encouraged minority students to enroll at the University. Maintained a filing system of all prospective minority students.

1971-1973

Salesperson at Joske's of Texas

ACTIVITIES, MEMBERSHIPS

1973-1977

Member, XYZ Fraternity
Organized several social functions; in charge of securing funds from campus and community organizations for several speakers and bands brought to campus.

1975-1977	Member, XYZ Fraternity Organized several social function; in charge of securing funds from campus and community organizations for several speakers and bands brought to campus.
1975-1977	Member, Afro-American Players theatrical group Actor; scheduled performance, set up equipment, and supervised equipment up-keep.
1975	Volunteer, Big Brother Program Was assigned a 12 year old "buddy" for a period of 3 months. Worked on building his self-confidence, self-control, and time management.
REFERENCES	Available upon request.

RESUME
(typed and photocopied)

Name: John A. Doe Age: 27

Address: 730 Templin Hall
The University of Kansas
Lawrence, Kansas 66045

Marital Status: Single

Telephone Number: 913-841-0000

Vocational Goals	Personnel Administration. Sales/ Management trainee.
Education	University of Kansas, Lawrence, B.A. Psychology, 1976. Particularly interested in social psychology. Elective work in economics and data processing techniques.
Experience	
1974 to 1976	University of Kansas, Counseling Center. Work-Study program. Duties included scoring and keypunching of test information.
Summer	
1974 to 1975	Lewis Construction Company, Topeka, Kansas. Construction helper. Assisted in commercial construction work.
1970 to 1974	U.S. Navy, Norfolk, Virginia. Duties included payroll processing and some operaton research analysis.
1969 to 1970	ABC Freight Systems, Inc., Topeka, Kansas. Part-time dock worker - Duties included transfer and loading of motor freight shipments.
Personal Information	Grew up in Topeka, Kansas. Spent four years in the Navy, two years aboard carrier U.S. Kitty Hawk as assistant communications officer. Computer programming skills, some system analysis research experience. Active in soccer and hiking clubs. Plan to continue part-time graduate work in either business or psychology.

References

Dr. Carl Jung, Professor
University of Kansas
Department of Psychology
Lawrence, Kansas 66045

Dr. Thelma Malthus, Professor
University of Kansas
Department of Psychology
Lawrence, Kansas 66045

RESUME
(typed and photocopied)

Name: Susan Elizabeth Smith

Adress: 816 Alabama Street
Lawrence, Kansas 66044

Phone No.: 913-842-0000

Professional Objective	Professional Engineer. My general objective is to work in research and development of electronic equipment. Have particular interest in communications and computer systems.
Education	University of Kansas, Lawrence, Kansas, B.S. in Electrical Engineering, 1976. Special emphasis on computer engineering.
Experience 1975 to 1976	University of Kansas, Electrical Engineering Laboratory. Undergraduate Research Assistant. Duties included assisting in research and development of microcommunication equipment under NSF grant.
Summer 1974 -1975	Radio Shack, Inc. Minneapolis, Minn. Sales Clerk. Duties included sales of communication equipment and learning some retail management skills.
1972 - 1973	Utopian Pizza, Inc., Lawrence, Kansas Waitress. Part-time.
Personal Information	Grew up in Minneapolis and have lived in several midwestern communities. Honor roll student for six semesters. Active participant in women's intramural athletic programs, social sorority, and student senate. Hobbies include reading, particularly science fiction, golf, and Sierra Club activities.
References	Dr. Elmer Fudd, Associate Professor University of Kansas Department of Electrical Engineering Lawrence, Kansas 66045

References (continued)

Ms. Paula Hopewell
Radio Shack, Inc.
1215 Hennepin Avenue
Minneapolis, Minnesota 60000

Dr. John P. Turkey, Professor
University of Kansas
Department of Electrical Engineering
Lawrence, Kansas 66045

C. Example of Vita
(Typed on white bond and photocopied)

VITA

KAREN E. OWENS

PERSONAL INFORMATION

Present Address:
118 28th Street
Ames, Iowa
515/233-2955

Home Address:
5 Mill Street
Marathon, NY
607/849-6621

Business Address: Student Counseling Service
101 Building H
Iowa State University
Ames, Iowa 60010
Telephone--515/294-5056

Age: 26

EDUCATION

Counseling Intern, August 1974 to June, 1975, Student Counseling Service, Iowa State University, Ames, Iowa 50010

Ph.D. Candidate, Counseling and Student Personnel Administration, 1972-present, University of Maryland, College Park, Maryland 20742.

M.A. Counseling and Student Personnel Administration, 1970-1972, University of Maryland, College Park, Maryland 20742.

B.A. History-Education, 1966-1970, LeMoyne College, Syracuse, New York 13214.

DISSERTATION

"The Predictability of Holland's Investigative Personality Type Using the Self-Directed Search" (In Progress), Completion Date - May 1975.

PROFESSIONAL EXPERIENCE

8/74 - Present

Position 1: Counseling Intern
Location: Student Counseling Service, Iowa State University Ames, Iowa
Functions: Individual counseling (personal, social, career, marriage, and academic group counseling
Group counseling
Consultation-outreach with residence halls
Consultation with married student housing
Teaching

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Professional Experience - continued

Career development consultation
Supervision of practicum students
Administrative responsibilities
Dissertation research completion
Career planning resource development

9/73 - 8/74

Postition 2: Graduate Researcher
Location: Career Development Center, University of Maryland
Functions: Evaluation of individual and group advising program
Design of data collection system and research instruments
Evaluation of career advising program
Compiling weekly, monthly, and yearly data on Center's usage
Consultation for other staff on their research projects
Advising individual students in their career planning

5/73 - 9/73 (Summer)

Position 3: Administrative Assistant to Department Head
Location: Counseling and Personnel Services, College of Education, University of MD
Functions: Development of central data bank on all CAPS students
Coordination of graduate assistant and CAPS library
Correspondence for Department Head

8/72 - 5/73

Position 4: Resident Director of Coed Residence Hall
Location: Office of Resident Life, University of Maryland
Functions: Responsible for entire functioning of residence hall
Supervision of three resident assistants
Personal, career, and academic counseling
Educational programming
Conflict management

Position 5: Student Representative to CSPA Specialty Area
Location: Counseling and Personel Services, College of Education, University of MD
Functions: Representation of student viewpoints at faculty meetings
Gathered empirical data on student perceptions of curriculum and CSPA program
Implemented a new student orientation for incoming students
Coordinated Spring CSPA social dinner

5/72 - 8/72 (summer)

Position 6: Graduate Assistant
Location: Counseling and Personnel Services, College of Education, University of MD
Functions: Administrative functions for Department Head
Coordination of CAPS Lab
Library responsibilities

8/71 - 5/72

Position 7: Graduate Fellow
Location: Office of Residential Student Development, University of Maryland
Functions: Specialized person assigned to work with racism in the residence halls
Conflict management consultant for resident assistant staff
Conducted racial sensitivity groups for resident assistant staff
Worked in the Human Relations Office on the review of the Campus Affirmative Action Plans
Group leader and advisor to Equal Education Employment Opportunity (EEEO) Committee

Position 8: Student Representative to CSPA Specialty Area
Location: Counseling and Personnel Services, College of Education, University of MD
Functions: Representative of student views on faculty committee
Survey research presented to faculty on the quality of advisement in CSPA
Coordinator of new student orientation for new students

5/71 - 8/71 (summer)

Position 9: Resident Director of Men's Summer Housing Program
Location: Office of Resident Life, University of Maryland
Functions: Responsible for security and administration of high rise residence hall
Educational programming for residents
Conducted weekly group race relations seminars for Freshmen Orientation Program
Personal counseling

8/70 - 5/71

Position 10: Resident Director of Coed Residence Hall
Location: Office of Resident Life, University of Maryland
Functions: Responsible for implementing coed living in first small coed residence hall on campus
Education programming; weekly speaker series
Personal counseling
Participated in racial awareness groups funded by Title 1 money

8/69 - 5/70

Postition 11: Resident Assistant
Location: LeMoyne College, Syracuse, New York
Functions: Personal Counseling
Administrative duties
Educational programming
Member of committee on Resident Life

PUBLICATIONS

Owens, C.H., Krivatsy, S.E., & Magoon, T.M., Student Survey - Counseling and Student Personnel Administration (CSPA) Specialty Area, CAPS Department Publication, January 1974.

Owen, C.H. McDowell, R.N., & Bradbury, J.R., The Effectiveness of the On-Campus Recruiting Program Orientation Sessions, Career Development Center Research Report #1-74, February 1974 (in press).

Magoon, T.M. & Owens, C.H., Shifts of Final Examination Dates - Their Frequency and Consequences, University of Maryland Counseling Center, May 1973, mimeo.

Owen, C.H., Towards an Ethical Philosophy of Action for Student Personanel, Unpublished Masters Thesis, College of Education, University of Maryland, 1972.

PROFESSIONAL MEMBERSHIP

American Psychological Association (Student in Psychology)

American Personnel and Guidance Association

Association for Counselor Education Supervision

Student in Psychology

Maryland CAPS Student Organization

OTHER PROFESSIONAL EXPERIENCES

Papers Presented

"Psychological Violence in the Environment and How to Combat It," University of Maryland's Career Development Center, July 29, 1974.

"How to be an Effective Helper in the Residence Halls," Office of Resident, Iowa State University, August 30, 1974.

"The Use of Holland's Theory and the Self-Directed Search in Life Planning Seminars," Campus Committee on Life Planning Seminars," Campus Committee on Life Planning, Iowa State University, November 8, 1974.

Workshops Attended

Sexual Attitude Review Workshop, Iowa State University, (weekend--15 hours).

Didactic and Experiential Workshop in Gestalt Therapy, Iowa State University, (weekend--15 hours).

Use of the New Strong-Campbell II, Iowa State University, (3 hours).

REFERENCES

*Dr. Thelma M. Firestone, Professor of Psychology and Education, Director of University of Maryland Counseling Center, 301/454-2931.

Dr. George Crumbs, Professor and Head of CAPS Department, College of Education, University of Maryland, 301/454-2931.

Dr. Arnold Mdvene, Counselor and Assistant Professor of Education, University of Maryland, 301/454-2931.

Dr. Roy Warman, Professor of Psychology, Director of Student Counseling Service, Iowa State University, 515/294-5056.

Dr. Lucia Gilbert, Counseling Psychologist and Assistant Professor of Psychology, Iowa State University, 515/294-5056.

*Academic Advisor